



PSYC12049 Psychotherapies and Counselling

Term 1 - 2024

Profile information current as at 30/04/2024 08:10 pm

All details in this unit profile for PSYC12049 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

In this unit you will be given a practical and research-based introduction to the major psychotherapies and counselling approaches used within the professional practice of psychology. The unit will develop your knowledge of the important theoretical and empirical basis of psychotherapy. You will develop awareness of common therapeutic and counselling strategies and the different reactions they may provoke from clients as part of the behaviour change process. The unit will also build practical and interpersonal skills that form the foundation of effective psychology practice, including micro-counselling skills, reflective practice and peer feedback and supervision. The unit will provide you with diverse opportunities to fully engage in content through role plays to practice these skills using case-based scenarios, and personal reflection on practice drawing on research evidence regarding effective counselling and therapeutic practice. Key elements of content covered in the unit include: psychotherapy theories, therapeutic intervention techniques, research in support of the various theories and techniques, and issues related to conducting ethical, culturally-sensitive and productive therapy.

Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

24 credit points including PSYC11010 or PSYC11008 or PSYC11009.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 1 - 2024

- Adelaide
- Bundaberg
- Cairns
- Online
- Rockhampton
- Townsville

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Online Quiz(zes)**

Weighting: 40%

2. **Presentation**

Weighting: 20%

3. **Case Study**

Weighting: 30%

4. **Reflective Practice Assignment**

Weighting: 10%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student feedback from SUTE and during lectures, and personal (UC) observations

Feedback

The textbook had stronger relevance to the UK context and was less comprehensive compared to the lecture content. It did not appear to provide significant additional information beyond what was already covered in most modules.

Recommendation

Review the relevance and usefulness of readings in the textbook. Explore the feasibility of developing an e-reading list.

Feedback from Student feedback from SUTE, emails and personal Zoom meeting with students

Feedback

Students expressed challenges in communication and group collaboration with Assessment 2. In particular, student/s noted that they did not show empathy and understanding of schedule conflicts. This occurred despite the option for students to form their own groups.

Recommendation

Establish and communicate clear expectations for professional communication and standards for the group assessment prior to assembling groups.

Feedback from Student feedback from SUTE, student performance on assessments, and personal (UC) observation

Feedback

Students demonstrated difficulty in critically evaluating intervention and evaluation research and in the practical application of psychological theory for the purposes of clinical case formulation.

Recommendation

Review the lecture sequence and add information regarding research evaluation and the application of case formulation.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Explain the basic theoretical and empirical underpinning of several major theories of psychotherapy, including their historical development and modern practice
2. Demonstrate fundamental counselling and psychotherapy skills and processes, including micro-counselling techniques, the ability to develop a therapeutic alliance and engage in reflective practice
3. Evaluate the efficacy of psychotherapeutic approaches using current empirical research
4. Articulate ethical and cross-cultural issues in the practice of psychotherapy

There are no formal requirements by the accrediting body (Australian Psychological Accreditation Council or APAC). However, this unit will help achieve several of the graduate competencies required. Namely:

- Competency 1.1: Comprehend and apply a broad and coherent body of knowledge of psychology, with depth of understanding of underlying principles, theories and concepts in the discipline, using a scientific approach covering the specific topics of (i) the history and philosophy underpinning the science of psychology and the social, cultural, historical and professional influences on the practice of psychology; (iii) psychological health and well-being; and (iv) psychological disorders and evidence-based interventions.
- Competency 1.2: Apply knowledge and skills of psychology in a manner that is reflexive, culturally appropriate and sensitive to the diversity of individuals.
- Competency 1.3: Analyse and critique theory and research in the discipline of psychology and communicate these in written and oral formats.
- Competency 1.4: Demonstrate an understanding of appropriate values and ethics in psychology.
- Competency 1.5: Demonstrate interpersonal skills and teamwork.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Online Quiz(zes) - 40%	•		•	•
2 - Presentation - 20%		•		
3 - Case Study - 30%	•		•	•
4 - Reflective Practice Assignment - 10%		•		

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication		•		
2 - Problem Solving	•			
3 - Critical Thinking	•		•	
4 - Information Literacy			•	
5 - Team Work		•		•
6 - Information Technology Competence		•		
7 - Cross Cultural Competence	•		•	•
8 - Ethical practice				•
9 - Social Innovation				
10 - Aboriginal and Torres Strait Islander Cultures				

Textbooks and Resources

Textbooks

PSYC12049

Prescribed

An Introduction to Counselling and Psychotherapy: From Theory to Practice

Edition: 2nd (2018)

Authors: Reeves, A.

Sage Publishing

London, England

ISBN: 1526423855

Binding: Paperback

Additional Textbook Information

Paper texts are available at the CQUni Bookshop at a reduced cost. Search on the unit code here:

<http://bookshop.cqu.edu.au>

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- CQUniversity Library

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Chantelle Clarke Unit Coordinator

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Schedule

Week 1 - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Psychotherapies and Counselling	Chapter 1 and Chapter 8	

Week 2 - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Micro-Counselling Skills 1 Stages of Therapy	Chapter 9	

Week 3 - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Micro-Counselling Skills 2 Process Issues in Therapy	Chapter 9 and Chapter 10 (p. 230-243)	

Week 4 - 25 Mar 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Behaviour Therapy	Chapter 4	Quiz 1 Due: Friday at 5.00pm (AEST)
Week 5 - 01 Apr 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Cognitive Behaviour Therapy	Chapter 4	
Vacation Week - 08 Apr 2024		
Module/Topic	Chapter	Events and Submissions/Topic
No scheduled classes or activities		
Week 6 - 15 Apr 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Third Wave Therapies: ACT and Mindfulness	Chapter 7 (pp. 140-141) See Moodle for additional readings	
Week 7 - 22 Apr 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Working with Children, Young People and Their Families	Chapter 11	Role Play of Micro-Counselling Skills Due: Week 7 Monday (22 Apr 2024) 9:00 am AEST
Week 8 - 29 Apr 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Transdiagnostic Therapy Dialectical Behaviour Therapy	See Moodle for readings	Quiz 2 Due: Friday at 5.00pm (AEST)
Week 9 - 06 May 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Psychodynamic Therapy	Chapter 3	
Week 10 - 13 May 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Person-Centred Therapies	Chapter 5 (pp 98-110)	Case Study Due: Week 10 Monday (13 May 2024) 9:00 am AEST
Week 11 - 20 May 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Schema Therapy and Positive Psychology	See Moodle for readings	
Week 12 - 27 May 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Unit Overview and Learnings	See Moodle for readings	Quiz 3 Due: Friday at 5.00pm (AEST) Self-Practice Task and Reflection Due: Week 12 Monday (27 May 2024) 9:00 am AEST
Review/Exam Week - 03 Jun 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Exam Week - 10 Jun 2024		
Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Online Quizzes

Assessment Type

Online Quiz(zes)

Task Description

This assessment task comprises three (3) quizzes to be completed and submitted online via the PSYC12049 Moodle site. The first and the third quiz each contain 20 multiple-choice questions. The second quiz contains 40 multiple-choice questions. You will have 2 minutes per question in each quiz i.e., you will have 40 minutes for quizzes 1 and 3, and 80 minutes for quiz 2. Only one attempt per quiz is permitted.

Details of content and opening and closing dates are detailed below:

- Quiz 1 assesses topics 1 to 3. It opens Friday of Week 3 at 9.00am (AEST) and closes Friday of Week 4 at 5.00pm (AEST).
- Quiz 2 assesses topics 4 to 7. It opens Friday of Week 7 at 9.00am (AEST) and closes Friday of Week 8 at 5.00pm (AEST).
- Quiz 3 assesses topics 8 to 11. It opens Friday of Week 11 at 9.00am (AEST) and closes Friday of Week 12 at 5.00pm (AEST).

Number of Quizzes

3

Frequency of Quizzes

Other

Assessment Due Date

Quiz 1 closes Friday of Week 4 at 5.00pm (AEST). Quiz 2 closes Friday of Week 8 at 5.00pm (AEST). Quiz 3 closes Friday of Week 12 at 5.00pm (AEST).

Return Date to Students

Quiz total marks will be returned to students immediately after each quiz is submitted. Feedback for each quiz question will be available after each quiz closes.

Weighting

40%

Assessment Criteria

- For each quiz, one (1) mark will be awarded for each quiz question answered correctly.
- There is no negative marking penalty for incorrect answers.
- Quiz 1 and 3 are marked out of 20 and are each weighted at 10% of the final unit grade.
- Quiz 2 is marked out of 40 and weighted at 20% of the final grade.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

All quizzes are to be completed and submitted on the PSYC12049 Moodle site.

Learning Outcomes Assessed

- Explain the basic theoretical and empirical underpinning of several major theories of psychotherapy, including their historical development and modern practice
- Evaluate the efficacy of psychotherapeutic approaches using current empirical research
- Articulate ethical and cross-cultural issues in the practice of psychotherapy

2 Role Play of Micro-Counselling Skills

Assessment Type

Presentation

Task Description

Overview

This task involves submitting a 5-minute video of you in the role of a therapist demonstrating micro-counselling skills as you conduct an intake interview. You will work in a small group of peers to practice your micro-counselling skills, gain feedback, improve your performance, and to conduct the video-recorded role play. You will then be required to submit a self-reflection of your performance (max 500 words).

You will need to submit three files for this assessment task:

1. A video recording (5 minutes maximum) of yourself conducting an intake interview and demonstrating a variety of micro-counselling and attending skills.
2. A completed micro-counselling skills checklist, including observer ratings and comments.
3. A written self-reflection (500 words maximum).

TASK ONE: Video Recording

Working in groups of 3 or 4 students, conduct a role play of an intake interview (using the provided case study). Each person in the group should have the opportunity to play the therapist, client, and observer, but your own personal submission should contain 5 minutes of just you acting in the therapist role. That is, do not submit a video recording that contains other group members acting in the therapist role.

The tasks of each role are:

- Therapist: Your job is to use a range of micro-counselling and attending skills presented in Lectures 2 and 3 to gather information about the client's presenting problem(s).
- Client: When you are role-playing the client, do not make it difficult for the therapist, but don't give away any information that the therapist has not asked about. Ask any questions or make any comments you think would be likely but do remember the time constraints of this task.
- Observer: Use the micro-counselling skills checklist and indicate whether the skill was used and how effective the therapist was in the appropriate use of this skill during the interview. Your classmate will submit this feedback sheet with their personal video and self-reflection.

TASK TWO: Self-Reflection and Skills Checklist

There are two tasks you need to submit for your self-reflection.

1. A completed micro-counselling skills checklist that contains ratings on your own performance, **and** ratings and comments from one of your peers acting as your observer. You might like to print out the skills checklist so that the observer can note down their comments and feedback during the role play. You will then need to take photograph or scan this form (ensuring it is clear and legible) and submit this with your self-reflection.
2. A written self-reflection on your recording (maximum 500 words; 12pt font, double spaced). Your reflection may consist of dot points, but your meaning and expression must be clear (i.e., not just notes or fragmented phrases). You should reflect on a) what went well; b) what did not go well; and c) what you would do differently next time.

Assessment Due Date

Week 7 Monday (22 Apr 2024) 9:00 am AEST

Return Date to Students

Week 10 Monday (13 May 2024)

Weighting

20%

Assessment Criteria

1. Video recording: 5 marks
2. Self-reflection: 13 marks comprising:
 - What do I think went well? (4 marks)
 - What do I think went less well? Why? (4 marks)
 - How would I do it differently next time? Are there any skills that I didn't use that would have been useful? (5 marks)
3. Skills checklist containing observer and self-evaluation ratings: 2 marks

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Please ensure you submit 3 files for this task: 1) a video recording; 2) a word document containing your self-reflection;

and 3) a document or image containing a completed skills checklist.

Learning Outcomes Assessed

- Demonstrate fundamental counselling and psychotherapy skills and processes, including micro-counselling techniques, the ability to develop a therapeutic alliance and engage in reflective practice

3 Case Study

Assessment Type

Case Study

Task Description

You will be provided with a case study of an individual suffering from a mental health disorder. Your task will be to choose one of the nominated psychotherapeutic approaches and provide a conceptualisation of the case from that theoretical perspective. You are also required to draw on the evidence base to provide a rationale that the chosen psychotherapeutic approach will be effective for the case study, and evaluate whether there are any considerations or adaptations required if the therapy is implemented with a special population. The case study and further information on the task will be provided in class and on Moodle.

Assessment Due Date

Week 10 Monday (13 May 2024) 9:00 am AEST

Return Date to Students

Review/Exam Week Monday (3 June 2024)

Feedback and grades will be made available on Moodle.

Weighting

30%

Assessment Criteria

There are five (5) parts to the marking criteria for this assessment:

1. Describe the presenting problems/symptoms, as well as any factors that might have caused or maintained the problems/symptoms from the perspective of the chosen psychotherapeutic approach according to the case study. (8 marks)
2. Critically appraise the research to build evidence to convince the reader that your chosen approach will help with the problems in the case study. Acknowledge any gaps or limitations in this evidence for your chosen therapeutic approach in relation to the problems in the case study. You should do this using a minimum of **5 relevant references**. (10 marks)
3. Describe 2 techniques/strategies from the chosen approach and how they would be useful to address the problems in the case study. (5 marks)
4. Choose one of the special populations discussed in class and briefly discuss how you would adjust your therapy if your client was a member of this population. At least **1 additional reference** is required here. (5 marks)
5. Writing style, clarity of expression, and format of your case study in APA 7 style. (2 marks)

The word length for this task is an absolute maximum of 1500 words (not including references). Please write your word count on the title page. Any words over 1500 will not be marked. Use 12-point font and double-line spacing.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Explain the basic theoretical and empirical underpinning of several major theories of psychotherapy, including their historical development and modern practice
- Evaluate the efficacy of psychotherapeutic approaches using current empirical research
- Articulate ethical and cross-cultural issues in the practice of psychotherapy

4 Self-Practice Task and Reflection

Assessment Type

Reflective Practice Assignment

Task Description

Overview

This task involves you choosing from a list of therapeutic techniques and documenting your self-practice of one

technique for one week (7 days), using the recording sheet that will be provided on Moodle. You will need to submit two files for this assessment task:

1. A self-practice recording sheet documenting your use of the chosen therapeutic technique.
2. A written self-reflection (250 words) on your experience engaging in this technique. Your self-reflection should draw on the comments made during your self-practice of the technique.

TASK ONE: Monitoring of Self-practice (via a provided recording sheet)

Completion of the self-practice task involves:

1. Indicating the date and time of each practice session (for 7 days).
2. Noting your mood or level of tension before and after each practice session. The purpose is to document change (or not) over the week of practice. You might like to graph your level of tension or mood before and after each session.
3. Noting any specific comments or observations related to your experience of each practice session.

You are welcome to complete your Recording Sheet electronically or print out the form and hand write your ratings and comments. If you choose the latter option, please ensure you upload a **clear and legible** scanned or image version of your Recording Sheet.

TASK TWO: Written Self-reflection

You are to write a 250-word self-reflection on your self-practice of your chosen therapeutic technique. Your reflection may consist of dot points, but your meaning and expression must be clear (i.e., not just notes or fragmented phrases). The reflection must include your reflections on the **benefits** of engaging in the technique, as well as the **challenges** you experienced engaging in self-practice of the technique.

Assessment Due Date

Week 12 Monday (27 May 2024) 9:00 am AEST

Return Date to Students

Exam Week Friday (14 June 2024)

Feedback and grades will be made available on Moodle.

Weighting

10%

Assessment Criteria

- Submission of completed self-practice recording sheet documenting your use of the chosen therapeutic technique. (5 marks)
- Quality of the self-reflection on your experience engaging in this technique. (5 marks)

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Please ensure you submit both the completed recording sheet and the written self-reflection. These can be in separate documents/files, or combined into 1 PDF file.

Learning Outcomes Assessed

- Demonstrate fundamental counselling and psychotherapy skills and processes, including micro-counselling techniques, the ability to develop a therapeutic alliance and engage in reflective practice

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem